

Standards and Quality Report 2019-20

Braehead Primary School

Our Values



Our Vision

Our vision at Braehead is to provide a positive and engaging learning environment which challenges and supports all children to be the best they can be.



Braehead Primary School
Small School, Big Ambition

Context of the school:

Braehead Primary School is a small school in a very rural area of Clydesdale in South Lanarkshire. The current roll is 43 pupils over 2 classes. In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall. There is limited public transport available for the village of Braehead. The new school building was opened in 2009 and provides a bright, modern environment in which our children can learn and thrive.

Our vision for Braehead Primary is to provide a positive and engaging learning environment which challenges and supports learners. Our school values are kindness, resilience and ambition and we aim to promote these throughout our school community and the curriculum. In consultation with all stakeholders we chose a motto for Braehead; we wanted this to be representative of the whole school community and reflect our aspirations for all the children in the school, we believe our motto is Small School, Big Ambition does just that.

Staffing in Braehead has been less settled this session as our support staff member retired after nineteen years at the school. We welcome a new member to the support staff team and have been grateful of a settled teaching staff across the session. We were delighted to be in receipt of an additional 0.2 staffing this session which has allowed us to target needs across the school as we continue to work towards raising attainment for all.

Seven P1 pupils started with us last August, a healthy intake for the school role over the next seven years. Our numbers are fairly similar across both classes with the projected role for session 2020/2021 to be 36 children as our current ten Primary 7 children will be transitioning to secondary school.

We have a very active and engaged Parent Council who play an integral role in school life. All of our parents support the school in many ways including fundraising and attendance at school events. This year we have been particularly successful in achieving external grants which has allowed us to upgrade the technology in the school to make ICT provision more engaging and accessible, source new reading material for children across all stages of the school and upgrade our current library provision making a more welcoming space for children to visit.

We are part of the Lanark Learning Community and have developed strong links with local schools, mostly with Carmichael Primary which shares our Head Teacher. We actively participate in moderation activities within Lanark Learning Community and share good practice with colleagues based on our Learning Community Improvement Plan. We work very well with local nurseries and secondary schools to ensure that smooth transitions are planned for.

Priority 1: Raise attainment in literacy with a focus on listening and talking at all stages.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.3, 3.2

Progress and Impact:

- All staff have an increased knowledge and understanding of the listening and talking skills to be covered at each level. All staff have worked together in level groups to further examine resources and pedagogy for ensuring effective talking and listening skills. There has been an increase in staff confidence in this area which has impacted both the frequency and quality of listening and talking teaching in class.
- All classes focus on a listening and talking 'skill of the month' introduced by the lead teacher for talking and listening in Braehead Primary. This is then progressively developed by class teachers based on baseline and formative assessment.
- Attainment has increased in almost all stages by a minimum of 16.6% (Primary 7) and a maximum of 67% (Primary 3)
- The majority of children in Primary 5-7 have improved their skills in peer assessing talking and listening due to increased opportunities for co-construction of success criteria and a greater understanding of the learning intention and what that means in terms of skills for learning and life.
- All classroom observations this session have noted an increased focus on listening and talking at all stages with all teacher observations noting data and next steps in pupil attainment.
- Robust in-house assessment, with Carmichael Primary and across Lanark Learning Community, coupled with peer visits and moderation staff feel more confident in teacher professional judgment of talking and listening at all levels.

Next Steps:

- Continue to deliver a daily focus on the talking and listening skill of the month across all stages.
- All staff to increase opportunities to incorporate AifL strategies as appropriate for peer/self and teacher led assessment of talking and listening.
- Increase opportunities for talking and listening in groups to allow children further opportunities to develop skills in building on ideas and opinions of others particularly at stages P1-4.

Priority 2: Raise attainment in literacy with a focus on reading and writing at all stages.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.3,3.2

Progress and Impact:

- All staff have an increased knowledge and confidence in planning and teaching using T4W process.
- Designated staff have participated in the T4 W leadership training which has allowed them to support and mentor peers in own establishments.
- All stages have reviewed literacy planning to include daily 'non-negotiables' i.e. phonics and reading with protected time daily for T4W incorporating grammar and handwriting. Staff report the learning and teaching as being more engaging, less disjointed and more meaningful for pupils while allowing the focus for pupils to be tailored to their next steps.
- All staff report a distinct improvement between the 'cold' and 'hot' task. The majority of pupils are able to self-assess against their individual targets and identify how to progress in their writing using teacher feedback.
- Attainment in writing has risen in senior stages. There has been an increase of 25% in Primary 6 and 22% in Primary 7. Where attainment looks to have decreased this is due to specific literacy difficulties being diagnosed and an increase in pupil numbers at the stage which impacts on percentages greatly with such small cohorts.

Next Steps:

- Having explored the pedagogy and developed confidence in delivery of T4W it is important now to ensure coverage of genre; aligned with benchmarks to ensure progression across stages.
- Continue to build on resources to support literacy i.e. reading, writing, listening and talking while maintaining the T4W process.
- Increase opportunities for short burst writing across all stages.
- Continue to roll out T4W leadership training.
- Obtain pupil feedback re T4W approach to ensure high levels of participation and engagement moving forward.
- Ascertain as a staff group the next steps in terms of teacher development following the review/evaluation process being cut short due to Covid-19.

Priority 3: Improve pupil wellbeing by developing principles of nurture across the school.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.2

Progress and Impact:

- All staff report an increased understanding of the 6 principles of nurture which in turn has led to a greater understanding and empathy on pupil behaviour.
- All staff have developed their knowledge and understanding of attachment following training from Educational Psychologist. This has been used to build profiles for those children currently being supported in class for Nurture.
- Boxall profiles have been completed for all pupils identifying those who would benefit from small group support.

Next Steps:

- Use Boxall on return to school following Covid-19 to identify target pupils who require targeted support as well as a universal support programme following the return to school.
- Increased opportunities for health and wellbeing support following the return to school.
- All staff to be familiar with the new materials on the Attachment Strategy for Education Resources as a tool to aid recovery process for staff and pupil return to school.

National priority: How we are ensuring Excellence and Equity?

The percentage of free meal entitled children across the school rose from 2% in 2018-2019 to 10% in 2019-2020 with a funding allocation of £1200 for this school session. Robust tracking and monitoring undertaken throughout this school session in line with the quality improvement annual calendar identified further need to look closely at attainment in literacy at particular stages across the school; particularly this session's P2, P3 and P5. Health and wellbeing, in particular participation in sporting events was also identified as an area where we could encourage greater engagement from target groups in attending sporting events both within and out with school.

Strategies

IDL literacy was introduced as a pilot in the learning community for a 12 week period prior to session 2018-2019 ending. From the data measured from the beginning of the pilot to the end we could see that this was effective in improving spelling and reading ages for those pupils in the target group. As a result, we invested in an annual license for IDL for the school, which allowed all children who were not meeting expected levels of attainment in literacy, or for those who had a spelling age lower than their chronological age, to participate in three times per week in school.

Our literacy coordinator has been involved in the Talk 4 Writing Leadership Training along with Biggar Learning Community. The pedagogy behind this approach focuses greatly on talk, building story structures and toolkits to aid with the different genre of writing.

Due to some pupils having limited support at home we introduced a homework after school club for pupils and parents to attend on a weekly basis. This is led by two members of the teaching staff and allows 1:1 support to be given to those who need it most.

Progress

Having purchased new chrome books we have found this helpful in facilitating the access to IDL literacy three times weekly. All children are familiar with this online programme and had been using this regularly until March 2020 with almost all demonstrating improvement in their daily reading and spelling.

All staff have now been trained in T4W pedagogy and have used this session to roll out the approach with their classes. Staff note a distinct improvement between the 'cold task' and 'hot task' and a greater ability for pupils to self-assess their work against personal targets. New T4W resources have been purchased for all stages across the school including high quality reading material from Pie Corbett's Reading Spine to allow children access to good literary technique and in turn aid their own writing.

Over the course of our homework club sessions, our attendance rose from 7% of the school role to 21% of the role. Pupil and parent feedback was extremely positive with a strong desire for this to continue next session. Almost all children in attendance were accompanied by a parent thus allowing staff to assist both parents and children where required.

Impact

Having closed promptly in March there has been no opportunity to collect up to date data with regards to spelling and reading ages. This will be done shortly after the return to school to allow us to provide a suitable starting point for our target group in August. With limited numbers returning there will be capacity for all children in the target group to access a chrome book individually to work on their IDL every day they are in school.

Attainment in writing has risen in some stages across the school, in particular senior stages. The target group continues to be next session's P3, P4 and P6.

Homework club proved successful with both pupils and parents. Numbers rose weekly and engagement with homework increased for those children attending who may previously not have completed homework set. Parents reported the following about the club:

'Great idea and helped my child focus on their homework with a teacher at hand to assist if needed.'

'Homework club was up to the normal excellent standards of the school, my child and I loved this initiative.'

'Great idea to prepare my child for the challenges of a lot more homework at high school.'

'Homework club gave me confidence that I was helping teach my children correctly, I also gained some useful skills and techniques on teaching from the teachers and using resources. My children also saw that yes, I did know what I was doing. Homework club was how homework should be done all the time.'



Next Steps:

Ascertain up to date reading and spelling ages following the return to school in August to identify target group for IDL literacy. Continue with IDL literacy to be undertaken in both parts of the blended learning approach.

Continue to embed Talk 4 Writing across the school closely tracking and monitoring the target stages (P3, P4 and P6).

In line with our Covid-19 recovery we will focus solely on literacy, numeracy and health and wellbeing during our face to face learning in the new session. Small numbers will allow us to target those pupils in need and to continue to work towards closing the poverty related attainment gap.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

School Closure

Following the closure of all schools on 20 March 2020 Braehead Primary remained open to provide emergency childcare and free school meals for those entitled until Wednesday 25 March, thereafter free school meals were delivered to those families in need.

Information was shared with all parents through school newsletters, email and our closed Facebook group to keep everyone abreast of updates with regards to closure, emergency childcare and hub applications for key workers' children. All parents reported that this information was clear and accessible for all.

Continuity of Learning

To help prepare for the initial weeks from school closure until Spring Break, Home Learning Packs were prepared for all children and sent home with pupils. The packs included reading material, literacy and numeracy work appropriate to each child's ability, blank jotters and physical writing materials. Most parents, 81.3%, felt these packs were appropriate for their children.

To prepare for the weeks following Spring Break all staff created a Google Classroom for their pupils to access.

Advice and tutorials to help navigate Google Classroom were provided for all parents through our social media with 85.7% of parents in agreement that support and advice was timely, helpful and appropriate. The majority of our children, 77%, are actively engaged with this platform and are working consistently through materials provided by staff.



Wellbeing

Staff check-ins take place weekly through virtual meetings for both teachers and support staff, coordinated by the Head Teacher and Support Staff Team Leader. Individual support has been offered to all teaching and support staff.

Information on wellbeing, advice and support helplines have been shared through social media for families to access. In addition to universal support for all parents and families being offered with multiple platforms to contact staff for help we began individual check-ins for all families in May via telephone calls from teaching staff. Where parents have requested further help or assistance this has been dealt with

efficiently and sensitively. All relevant parents felt that individual queries were responded to promptly.

Hub Activity

Very few children (2%) from Braehead applied for and attended the emergency childcare offered at various locations across South Lanarkshire Council. Our closest hubs were St Athanasius' Primary in Carluke, St Mary's Primary in Lanark and Carnwath Primary in Carnwath. Staff from Braehead Primary were involved in both managing and volunteering at St Mary's in Lanark, the busiest of those hubs in Clydesdale.



Ensuring continuity of learning while maintaining strong links with the school community remains a priority throughout this period with every effort to ensure we are adapting to the needs of staff, our learners and their families. Parental feedback in relation to the school's response to Covid-19 featured the following statements:

'Communication is fantastic from the school especially given how information from government has changed daily at times.'

'Everybody at Braehead had been absolutely amazing. They are all so supportive and there to provide help when it's needed. I cannot fault any of the staff at Braehead Primary.'

'Finding everything is going well, I do have the occasional worries regarding if I am doing enough but there is plenty of resources to use to help.'

'Staff have been very helpful throughout the lockdown time. They have worked very well to ensure everyone knows what they are doing and if you have any problems these have been dealt with promptly. I feel the amount of work on google drive is appropriate and feel my child is supported even when at home. Well done to staff of Braehead.'

'The staff of Braehead have been astonishing, they have been flexible, generous hearted, have modelled the sort of calm resilience we can only hope our children learn from, and they have made themselves absolutely accessible via multiple platforms. The staff and leadership of the school have provided guidance tailored to the needs of the families they

are now supporting, whilst navigating their own families through all this upheaval and adjustment. Thank you!